

Welcome...

Please use the green sheet provided to:

- ❑ Make a list of the current interventions available at your school
- ❑ Next to each intervention list the type of student it will help
- ❑ Share your list with colleagues at your table
 - Are there commonalities?
 - What can you learn from each other?

Indiana's Response to Intervention Academy



Evidence-Based Interventions at the Tier 2 and 3 Level

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January 27, 2009

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

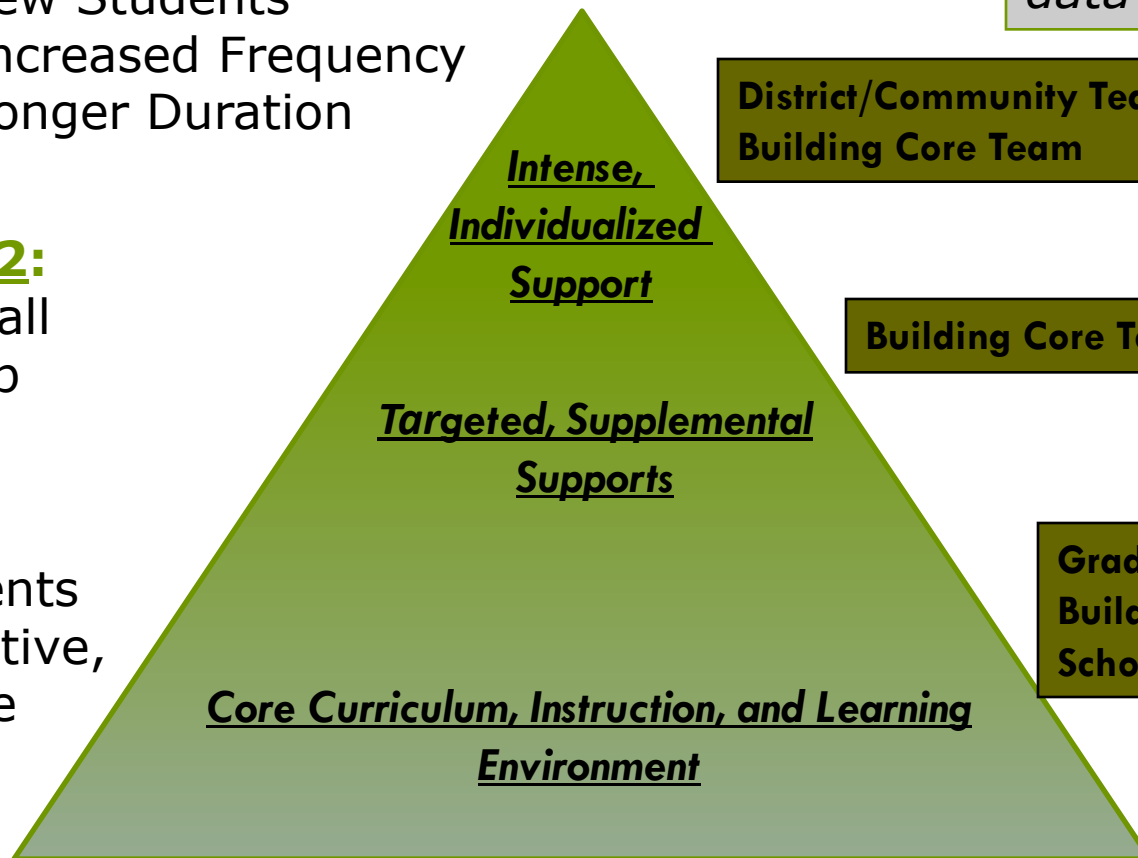
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



Preview: Connecting My Presentation to Indiana's Vision of RTI

- **Leadership** is at the heart of Targeted and Intensive Interventions
- **High Quality Core Curriculum and Instruction** must be in place that is data driven and preventative – it must be based on student learning. The core curriculum must show evidence that it meets the needs of a majority of children.
- **Data Based Decision Making** drive intervention selection and implementation

Scientifically-Based Research

- ▣ Research involving the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.
- ▣ Found in both IDEA and NCLB
 - Indiana's Response to Intervention, Guidance Document

What to look for in research based strategies:

- Strong evidence
 - Rigorous
 - Transparent – provides all of the data, issues, and research design
 - Current
- Well-designed research
- Process is relevant
- Who used it or completed it?
 - Independent organizations
 - Accessible to all stakeholders
- Are all the elements the same?

Evidence-based

- ▣ Practices that utilize existing evidence from worldwide research and literature on education and related subjects or established by sound evidence where existing research is lacking or of a questionable, uncertain, or weak nature.
 - Indiana's Response to Intervention, Guidance Document

Evidence- based

- ❑ There is evidence that a given strategy causes a given outcome.
- ❑ Evidence-based practices should have a consistent and overwhelming number of usages where it has been implemented and led to an increase in student learning and outcomes that are observable and measureable
- ❑ Evidence based instruction is important because it can increase student acquisition of knowledge and student engagement in your program.
- ❑ While not all evidence-based instruction is research-based, you should consider using instruction that has both and considered best practice.

Best Practices

- ▣ Those research and evidence based strategies that produce activities and ideas that engage students and motivate them to learn.

Is My School Ready to Implement Targeted and Intensive Interventions?

Is the core curriculum secure?:

- ❑ Is there administrative support at both the school and district level?
- ❑ Is implementation of a secure core a top priority? Is there leadership for all aspects of the core, academic, behavioral, social emotional?
- ❑ What percent of children are successful at the core level? What are the subgroups that do not seem to be successful?
- ❑ Is fidelity to the core a common practice?
- ❑ How and by whom is fidelity monitored? Who ensures fidelity, administration, teachers, both?
- ❑ Are their interventions in place at the core level? What are those interventions still needed at the core? Which interventions at the core do teachers need additional training?

Is My School Ready to Implement Targeted and Intensive Interventions?

- ❑ What plans are in place to ensure a secure core curriculum?
- ❑ Has the school identified common teacher referral concerns in their schools?
 - This is where you begin to think about common interventions at the core level
 - This is where you begin looking for interventions that will meet

Now you try...

Use the Core Curriculum sheet to begin looking at your core curriculum

- ❑ Which questions were easy to answer?
Why?
- ❑ Share what you know you are doing well based on the data.
- ❑ What are the challenges in your building or district?
- ❑ How will you address the challenges?

Interventions by definition...

- ❑ are intensified instructional practices used to teach targeted groups of students or individual students.
 - Direct teaching of a skill
 - Teacher guided practice
 - Re-teaching
 - Independent Practice
 - Progress Monitoring

Where to begin...

- ❑ List all interventions currently in the building and or districts
- ❑ Find out who in the building is trained to implement available interventions
- ❑ Survey the staff for any additional training the staff may have that could be used as an intervention
- ❑ Look at all available interventions and list the components of the intervention see implementation bank
- ❑ Begin to educate all teachers about the interventions currently available.

Intervention Information...

- ❑ Name of intervention – published name or name given by intervention team
- ❑ Type of intervention – reading, math, behavior
- ❑ Number of times per week - recommended number of times per week
- ❑ Number of minutes per week - recommended number of minutes per week
- ❑ Type of personnel required to implement and who on staff is trained or qualified to implement – Who should implement this intervention and do I have on staff personnel who can implement? Is someone already trained? How much training is required?
- ❑ How do you measure its effectiveness? – What type of measurement tool will you use to determine the effectiveness of the intervention? Does the tool of measurement match the intervention being implemented?
- ❑ What type of student will this help? – Are there certain children, research shows, that will benefit from this intervention?

Intervention Information

continued...

- ❑ **Size of group** - What is the recommended size of the group, are there ranges depending on the intensity of the need?
- ❑ **Research type** – What type of research was done with this interventions? Does the research group parallel your student population or targeted/intensive intervention group?
- ❑ **Fidelity list** - How will you ensure that the intervention is being implemented the way it is suppose to be done? Does the intervention provide a fidelity checklist or training?
- ❑ **Is it closely tied to the core curriculum?** - Does the intervention align with what is being done in the general classroom? How closely aligned is it to the core curriculum?
- ❑ **Are the general education staff familiar or trained?** – Have you shared this intervention with the general education staff? Are there plans to have them trained? Are there components of this intervention that could become part of the core curriculum? If so, how will you share the intervention and training?

Related Articles...

- ❑ Article about Secondary implementation of RTI
http://www.rti4success.org/images/stories/high_school.pdf
- ❑ Article shares decision rules, research and interventions results.
<http://www.rti4success.org/images/stories/RTIManual/rmanualsection5schoolexamples-student%20casestudies-researchexamples%20.pdf>
- ❑ Article about interventions in the area of early literacy. Interventions created based on data.
<http://www.rti4success.org/images/stories/RTIManual/rmanualsection5schoolexamples-student%20casestudies-researchexamples%20.pdf>
http://www.rti4success.org/images/stories/extensive_reading_interventions.pdf

Intervention Websites:

- ❑ Best Evidence, <http://www.bestevidence.org/>
- ❑ What Works Clearinghouse,
<http://ies.ed.gov/ncee/wwc/reports/>
- ❑ Intervention Central,
http://www.jimwrightonline.com/php/rti/rti_wire.php
- ❑ Florida Center for Reading Research
www.fcrr.org/
 - <http://www.fcrr.org/FCRRReports/CReportsCS.aspx?rep=supp>

Practical Application...



How are schools using this
information to articulate tiered
interventions?

Take Home: Connecting My Presentation to Indiana's Vision of RTI

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- ❑ **Data Based Decision Making** drive intervention selection and implementation